



He Manu Tuhituhi

Kia whakarākei i ngā parirau o te kāhui ako, kia oho, kia whai huruhuru, kia marewa, kia rere!

anō nā te kāhu i hāro

they were a means of joining earth and sky, giving access to
the sacred realms above.

he tohu rangatira

feathers used on the tewhatewha to distract opponents
superb eyesight, formidable talons, hooked bill for tearing
flesh

kites were sometimes called kāhu

ngā kōrero o te manu
whakapapa
tohutohu

a whakarākei i ngā pāraua o te kāhui ako, kia oho, kia
hau, kia hūhū, kia hūhū, kia hūhū, kia hūhū!

writing as a means for revealing meaning in life
writing as a pathway for broadening access to life chances
ngā manu as a metaphor for writing

te mātāpono matua

Iti te kōpara
kai tākirikiri ana
i runga i te kahikatea

Aronui Limited

Te Kāhui Manu o He Manu Tuhituhi

He kaiārahi mō ngā pūtake tuhituhi

Te Hōtaka Tuhituhi Māhorahora

Toroa rerenga roa,
Toroa rerehau.



He Tuhinga Pānui

I hea koe i te
tangihanga
o te riroriro?



He Tuhinga Tūhono

He rite ki te kōpara
e kō nei i te ata.



He Tuhinga Mihi

Me he korokoro tūi.



He Tuhinga Pūrākau Whakamārama

Kai ana ngā kākā,
noho ana ngā kererū.



He Tuhinga Taki He Tuhinga Tohutohu He Tuhinga Whakaahua He Tuhinga Takenga Pūtaiao He Tuhinga Tautohe

Tiu atu, tiu mai,
kia rere pai ai!



He Tuhinga Whakangahau

Kua tangi te kākā!



Te kaiarataki i te matapaki



He Tuhinga Paki Whakamārama

Ko te kaupapa waka
ki te moana hoes ai,
ko te kāhui atua
ki te rangi rere ai.



Kia whakarākei i ngā parirau o te kāhui ako,
kia oho, kia whai huruhuru, kia marewa,
kia rere!

Aronui Limited

Ngā Tino Whāinga

four key driving forces

He akiaki, he tautoko ki te whakaako i ngā mahi whaihua i te reo matatini.

to support the teaching of effective literacy practice

He akiaki i te rerenga o te kāhui tāngata Māori kia eke ki te pae tawhiti o ngā tū āhuatanga o te reo matatini.

to support the development of a literate Māori future

He whakatakoto, he tīmata i ngā hōtaka tuhituhi hei tiaki, hei whakawhanake, hei whakapakari hoki i te reo Māori.

to facilitate the use of writing to help preserve, generate and enrich te reo Māori

He hāpai i ā tātou tamariki ki te whakatipu i ō rātou hā motuhake i roto i ā rātou mahi tuhituhi.

to assist our children to develop their own personal voice as writers

4 teachers' manuals, 11 student/teacher manuals, 6 posters, 1 CD rom

He Manu Tuhituhi

He rauemi hei tautoko i te hōtaka tuhituhi



Ngā Kitenga

Ngā Take






- teachers' beliefs about children and learning
- teachers' knowledge of teaching literacy
- understanding motivation and demotivating practices
- understanding effective teaching practices
- the stages of learning to write
- assessing writing?

He Tūāpapa







- Iti te kōpara, kai tākirikiri...
- Kia whakarākei i ngā parirau...
- ngā kōrero o te rūrū, boys, pens, holding pens correctly
- teaching writing using 3 approaches
- he ara rērere (tīkanga, tukanga, pūtake)
- conferencing as a means of effective assessment practices

Ngā Pūtake Tuhituhi

He Kura Tuhituhi

	He Tuhinga Taki	He Tuhinga Tohutohu	He Tuhinga Whakaahua	He Tuhinga Takenga Pūtaiao	He Tuhinga Tautohe
Te Pūtake	<p>He whakatakoto, he whakaraupapa i tētahi mahi kua oti kē te mahi.</p> 	<p>He tohu atu ki te kaupānui me pēhea te mahi i tētahi mahi. Ko te mea nui ka taea e tētahi atu te whai i ngā tohutohu.</p> 	<p>He whakaahua i te āhua, i ngā mahi me ngā āhuatanga o tētahi tangata, o tētahi kararehe, o tētahi atu mea rānei.</p> 	<p>He whakamārama mai i te tirohanga a te kaupūtaiao, mā te whakautu pātai rangahau, i tētahi tu āhuatanga o te taiao, i tētahi tu āhuatanga rānei nā te mahi a te tangata i puta ai.</p> 	<p>He tautohe, he whakawhere i te kaupānui kia kite ia i tau ake tirohanga mō tētahi take. Ko te hiahia kia whakaae te kaupānui ki tau tirohanga.</p> 
Ngā Momo Tuhinga	<p>Te taki whaiaro Te taki whānui Te taki pohewa tuku iho</p>	<p>Te tohutohu mō te mahi i tētahi mahi Te tohutohu mō te tākaro kēmu Te tohutohu mō te haere ki tētahi wāhi</p>	<p>Te whakaahua whaiaro Te whakaahua whānui</p>	<p>Te takenga pūtaiao</p>	<p>Te tautohe whaiaro Te tautohe whānui</p>

He Manu Taketake

	He Tuhinga Tūhono	He Tuhinga Mihi	He Tuhinga Pānui	He Tuhinga Whakangahau	He Tuhinga Paki Whakamārama	He Tuhinga Pūrākau Whakamārama
Te Pūtake	<p>He whakaatu i ngā hononga o te kaituhi ki ōna tīpuna, ki tōna tūrangaawae, ki tōna whenua, ki tōna waka rānei.</p> 	<p>He tūhono, he whakaoho, he mihi, he whakamihi, he whakanui i ngā āhuatanga o te tangata, o te taiao rānei.</p> 	<p>He tono atu ki tētahi, ki ētahi rānei, kia haere mai ki tētahi kaupapa whakaharahara.</p> 	<p>He whakahiki, he whakaoho i te ngākau, te hinengaro, te tinana me te wairua o te tangata.</p> 	<p>He whakamārama i tētahi āhuatanga o te taiao.</p> 	<p>He whakamārama i te takenga mai o ngā āhuatanga o te ao me te hua o aua āhuatanga ki te tangata.</p> 
Ngā Momo Tuhinga	<p>Te whakapapa Te pepeha Te paki tūhono</p>	<p>Te mihi ki te taiao Te mihi ki te hunga mate Te mihi ki te hunga ora</p>	<p>Te pānui</p>	<p>Te paki whakangahau Te whakaari whakangahau Te whiti whakangahau</p>	<p>Te paki whakamārama tuku iho Te paki whakamārama pohewa</p>	<p>Te pūrākau whakamārama</p>

Te Tukanga Tuhituhi

Me toro te kaituhi ki mua, ki muri ki ngā wāhanga katoa kia pai ai te takoto o te tuhinga.

He Pātai Ārahi

Mā te kaituhi, mā te kaipānui rānei ngā pātai nei.

Te Whakarite

Te whakataū, te whakarite whakaaro

- Tāutuhia te pūtake me ngā kaipānui
- Whakatauria te momo tuhinga
- Whiriwhiria tētahi tapanga kia hāngai pū ōu whakaaro ki te kaupapa
- Kohia ōu whakaaro
- Rapuhia te mātauranga
- Whakaritea ngā whakaaro matua me ngā whakaaro tautoko mō ngā wāhanga o te tuhinga

- He aha te pūtake o te tuhinga?
- Mā wai te tuhinga?
- He aha te momo tuhinga?
- He aha tētahi tapanga mō te tuhinga?

- Whakamāramatia mai ōu whakaaro.
- He aha ōku/ōu whakaaro matua mō te tuhinga?
- He aha ngā whakaaro ka tautoko i ōku/ōu whakaaro matua?
- He mōhiotanga anō me rapu?

Te Whakatakoto

Te waihanga tuhinga tuatahi

- Raupapahia ōu whakaaro me ngā mātauranga
- Waihangatia tāu tuhinga kia kitea te hononga o ngā whakaaro matua me ngā whakaaro tautoko
- I a koe e tuhi ana, me whakaaro hoki ki ētahi pātai e pā ana ki te pūtake o te tuhinga me ōna pānga

- He aha te tino take o te tuhinga e hiahia ana au/koe kia mau i te kaipānui?
- Kua tika te raupapatanga o ngā whakaaro matua me ngā whakaaro tautoko?

- Kua whai whakaaro ki ngā mātauranga katoa e tika ana mō te tuhinga?

Te Whakamārama

Te arotake, te whakamārama ake

- Pānuihia, ā, arotakengia ōu whakaaro me ngā mātauranga
- Toro atu ki tētahi/ētahi atu kia whai whakaaro arotake mai ki āu tuhinga, ā, whakamanahia ngā kōrero āwhina a te kaiarotake
- Pānuihia anō āu tuhinga kia arotakengia te pānga o te tuhinga ki te kaipānui
- Arotakengia ō tuhinga mā ēnei ara:
 - tīnīhia te raupapatanga o ngā whakaaro, o ngā kupu rānei
 - tīnīhia ngā kupu, ngā rerenga tuhituhi rānei kia pai ake te takoto o te tuhinga
 - tāpiritia atu he mātauranga anō

- He aha te ariā matua o te tuhinga?
- Kua tuhia ngā mātauranga katoa e hiahia ana au/koe kia mau i te kaipānui?
- E tika ana te reo kua whakamahia i te tuhinga kia pai ai te kawenga o ngā whakaaro?
- He mārama te kaipānui ki te raupapatanga o ōku/ōu whakaaro?

- He kupu pai ake i ērā kua whakamahia?
- He kupu pai ake kia mau ai i te kaipānui ngā ariā o te tuhinga?
- Me whai āwhina te kaipānui kia mārama pai ai ia ki te tuhinga?

Te Whakatika

Te whakatikatika i te reo

- Pānuihia anō tāu tuhinga
- Whakatikaina te reo o tāu tuhinga – te tātāki tika o ngā kupu, ngā tohutō, te wetewete reo me ngā kārawarawatanga

- E tika ana te ia o te tuhinga?
- E tika ana te noho o ngā tohutō?
- He tika te whakatakatoranga o ngā rerenga tuhituhi?

- Kua tuhia e au/koe ngā kārawarawatanga i ngā wā, i ngā wāhi hoki e tika ana?

Te Whakaputa

Te tā tuhinga

- Tāngia tāu tuhinga kia ngāwari noa iho te pānui, kia ātaahua hoki te takoto mā te kaipānui

- He aha tētahi ara kia tutuki pai ai te tā i te tuhinga?
- Ka tuhituhi au/koe mā te ringa, mā te rorohiko rānei?

- He aha ētahi pikitia, hoahoa rānei e pai ana?

Tuku atu, tuku mai

Te tuku atu hei pānuitanga

- Tuku tāu tuhinga kia pānuihia e tētahi/ētahi atu

- He aha ki a koe te ariā matua o te tuhinga?
- He pātai āu mā te kaituhi?
- E mārama ana koe ki ngā whakaaro o te kaituhi?
- He pai ki a koe te tuhinga? He aha ai?

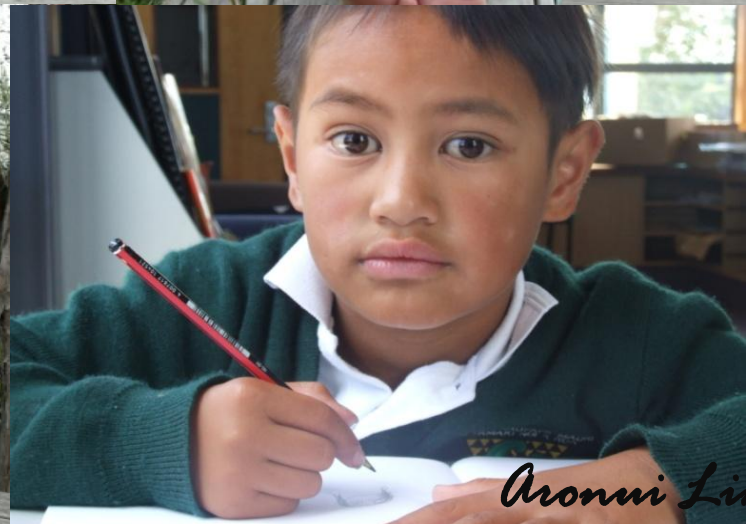
he tuhituhi mōku ake



toroa rerenga roa, toroa rerehau

Aronui Limited

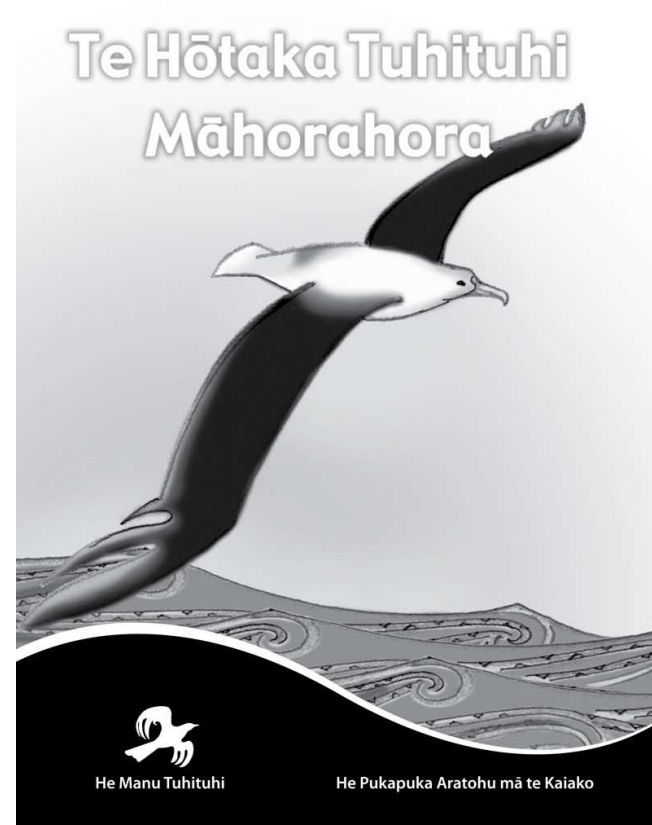
He Tuhinga Māhorahora – to meet children's needs - Literacy for life



Promotes personal voice

Promotes writing mileage

- Describes the purpose of the 'free writing programme'
- Outlines how to set up a 'free writing programme'



Aronui Limited

Literacy for personal growth



He Ara Rērere

Ngā reanga e whā o te kaituhi



Ka Oho

He pīpī manu tēnei kātahi anō ka oho ki te ao.
E whakaritea ana ngā whanonga o te kaituhi kātahi
anō ka timata ki te tuhituhi ki ērā o te pīpī manu
kātahi anō ka paopao mai. He rite hoki te hiahia o te
kaituhi ki ngā whakaakoranga mō te tuhituhi ki tērā
te hiahia o te pīpī manu ki te kai.

Nei rā te nui o taku hiakai!

Ka Whai Huruhuru

Kua whai huruhuru tēnei manu hei āwhina i a ia ki te
rere. Mā te whakawhanake i ngā pūkenga waiwai a
ia ka marewa. He pērā tonu mō te kaituhi kua whai
huru huri ki te ao tuhituhi. Ko ngā huruhuru e kiia
nei ko ngā pūkenga waiwai, ngā mātauranga me ngā
māramatanga e hāngai pū ana ki te mahi tuhituhi.

Mā te huruhuru au ka rewa!

Ka Marewa

Kua uhia katoatia te manu ki te huruhuru kia marewa
ai ia ki te ao. He pēnei hoki te rite ki te kaituhi me ngā
pūkenga tuhituhi kua riro i a ia. Kua mau i a ia ngā
mātauranga tuhituhi e whakaatu ana i tōna āheinga
ki te tuhituhi mōna ake, mō te hunga pānui hoki.

Me he manu rere ahau, ka rere ki wī, ki wā!

Ka Rere

Kua rite pai tēnei manu ki te rere ki te ao. Kua whanake ōna
pūkenga, kua tipu tōna āheinga, kua whai māramatanga me
te mātauranga hoki ki ngā āhuatanga e taea ai e ia te rere.
Nā reira, e taea ai te ki, kua rere. Kei reira hoki te kaituhi me
ōna pūkenga, tōna āheinga, ōna māramatanga me ōna
mātauranga mō te tuhituhi mō ngā tūmomo pūtake maha,
mō ngā hunga pānui maha hoki kia taea ai e ia te rere.

Whakamaua kia tina! Whakamaua kia rere!

Promotes knowledge of what to teach and how to teach

Promotes a student centred philosophical position

Explains He Manu Tuhituhi
Origins and Underpinnings

He Ara Rērere (see pp 24,34)

Teaching Writing

- Instructional strategies
- Teaching approaches
- Conferencing
- Monitoring student progress
- Organising the Writing Environment



Me whakakore i ngā kakahu kura . Kei
te whakahē ahau ki tēnei tāke nā te
mea ka taumaha ngā mahi mā ngā
mātua . Ka timata te kura ki te
whakawehewehe . Ka mau ki ngā
kakahū hei whakamana i tō kura .

E ai kia māmā ka maha ake te mahi māna. Mehemea ka mau kakahū rerekē ka mōumou ou mātua a rātau moni nā te mea kei te hoko paura rāua mo ou kakahū. Ka nui rawa te hiko me te wai hoki. Ka mōumou i a rātau wā, ka nui ke atu te mahi mā ou mātua.

Ko te whakaaro o te tumuaki kia
timata te kura ki te whakawehewehe.
Mehemea ka wehewehe ngā taurira,
ka timata ngā taurira ki te mahi i ngā

[illegible]

He mea nui te whakamana i tou kura.
Me mau i te tohu o tou kura. Kia
mohio ērā atu kura nō hea koe, kei
hea tou kura. Me whakatauirā atu ki
ērā atu kura kāore i te mau i ngā
kakahū kura i tō mātou ātaahua.

Nā Ephraim Aupouri

Sets the foundation for writing

Promotes a skills and strategies based approach to teaching writing

Characteristics of the emergent writer

Based around learning outcomes

- Ideas for teaching learning outcomes
- Approaches for teaching writing
- Monitoring student progress



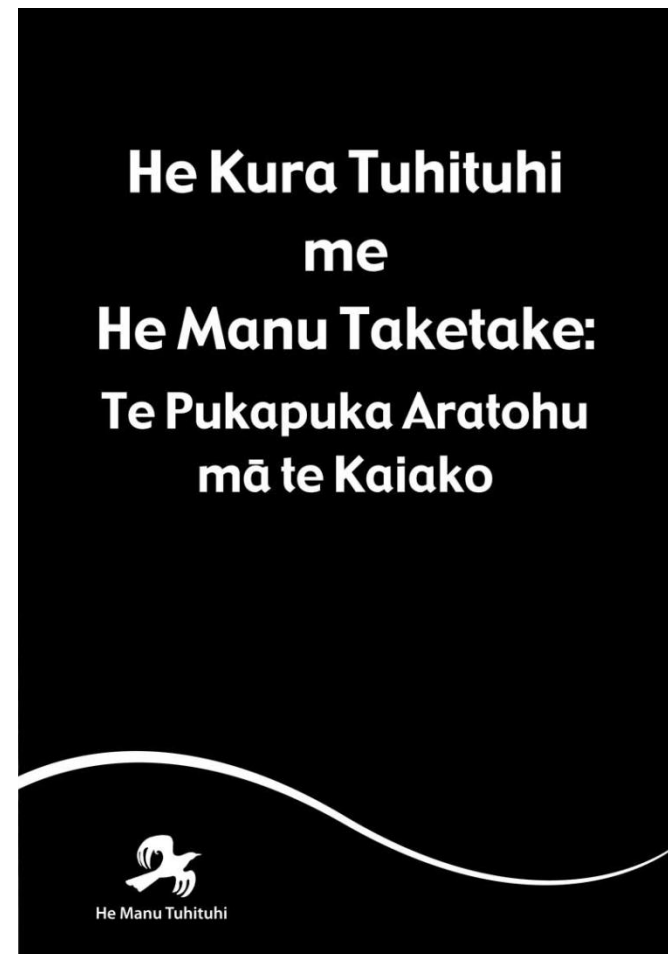
Promotes integrated nature of the language programme
Promotes programme planning across the school

Describes and outlines key information around the purposes for writing

Describes bird characteristics and the purposes for writing

Presents a range of oral and reading activities (pp. 218, 240)

Ngā Āhuatanga Reo (p.272)



he hononga ki te hōtaka ā kura

he rite ki te kōpara e kō nei i te ata



Māori Meeting Ministry Literacy Outcomes

Ka Hikitia

Te Reo Matatini

Te Marautanga o Aotearoa

Literacy Standards

Understanding the Context for Literacy?
Defining Literacy
Building a Literacy Pathway
Māori Literacy Framework
Effective Literacy Practices
Literacy Progressions

Resource
Development

He Manu
Tuhituhi

Professional
Development

He Manu
Tuhituhi

Research

Whānau/Community Aspirations

Aronui Limited

Designing Literacy Learning



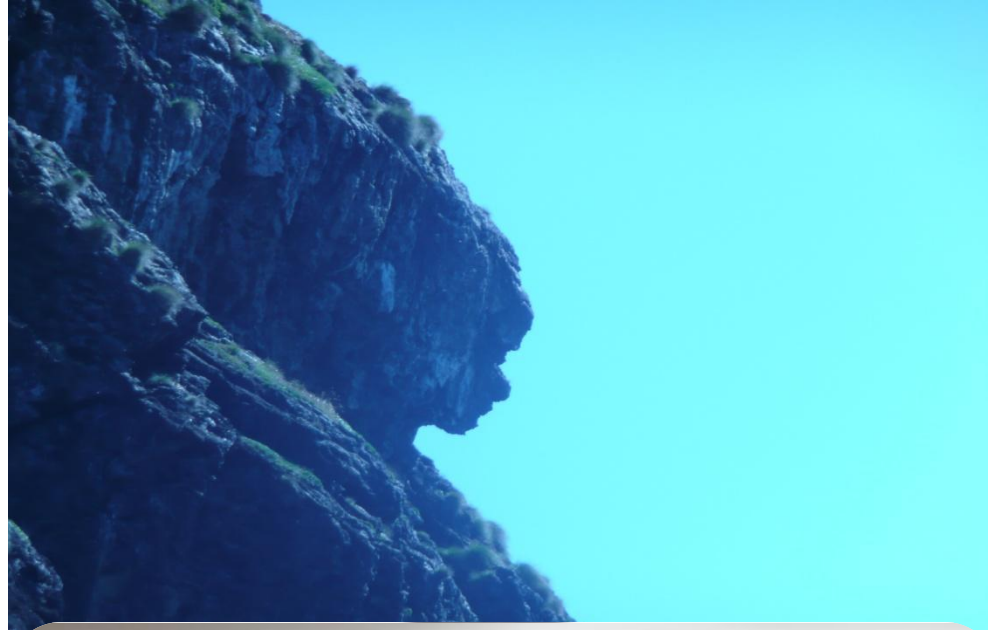
Ki te tihi o Ruahine



**Te āhua o ā tātou
ākonga**

Aronui Limited

Literacy to meet Community Demands



Acanni Limited

Literacy to meet Curriculum Demands



Aronui Limited

kaupapa ako

Key Theme: Kai

Rewana

Tohutohu (how to make rewana)

Whakaahua (describes what it looks like)

Tautohe (argues for yeast or the bug)

Pūtaiao Whakamārama (explains the rising of the dough in scientific terms)

Taki (recounts making rewana)

Paki whakamārama (a narrative that explains how rewana was discovered)

Tūhono (a narrative about rewana in whānau)

Mihi (an acknowledgement of rewana)

Pānui (a pānui to a rewana making day)

Whakangahau (a funny narrative about rewana)

Seasons

Tohutohu (how to measure rainfall)

Whakaahua (describes what it looks like)

Tautohe (argues for cautionary use of technology)

Pūtaiao Whakamārama (explains seasons from a scientific perspective)

Taki (recounts a visit to a place)

Paki whakamārama (a narrative that explains why we have seasons)

Tūhono (a narrative about how weather affects whānau activities)

Mihi (acknowledgement of the season of ngāhuru)

Pānui (a pānui to winter festival)

Whakangahau (a funny narrative about how the seasons were decided upon)

A group of ten children, five boys and five girls, are posing outdoors in a row. They are all wearing red school uniforms with dark shorts or skirts. They are smiling and looking towards the camera. The background shows trees and a fence.

Developing a Principles Based Literacy Programme

‘everyone succeeding’

‘literacy for collective benefit’

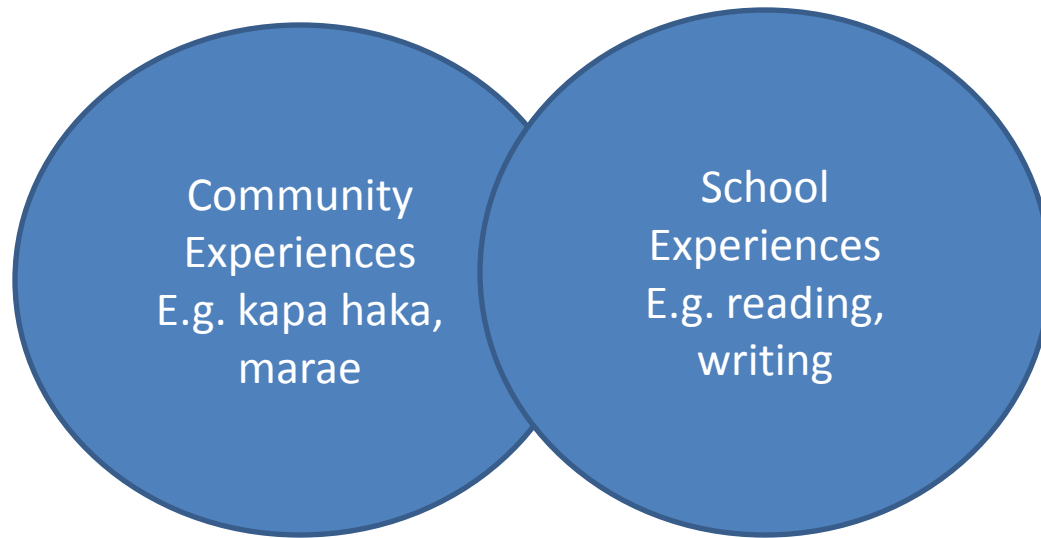
‘literacy for life’

‘promotes thinking like a Māori’

Aronui Limited

**Literature points toward success in the classroom
correlating strongly to basing learning on students'
experiences**

Your writing programme and your learning
programme/curriculum outcomes go hand in
hand



- What oral, written, visual texts do you want students to produce?
- Look at the Ngā Pūtake Tuhituhi Poster and in the Teachers' Guide and identify which of the writing purposes will be the most appropriate text to teach.
- What will you select and how does it fit in with your theme?
- What planning and preparation will you need to do? (remember to provide experiences so that students can base the academic task of writing on that memory experience)

Connecting kaupapa ako with writing purpose

Year 1

tohutohu

mihi

whakaahua

Year 2

taki

tūhono

paki

Year 3

pūrākau

pānui

tautohe

Year 4

Pūtaiao

whakangahau

designing literacy learning across the school

School wide plan (p. 95)

- Identify an area of study that your teaching and learning will focus on during term 3 e.g., recycling

Years 0-4 will be involved in shared writing experiences

Years 5-6 will be involved in guided and independent writing experiences

Years 5-6 will experience all three approaches but should also be able to write independently to publishing stage.

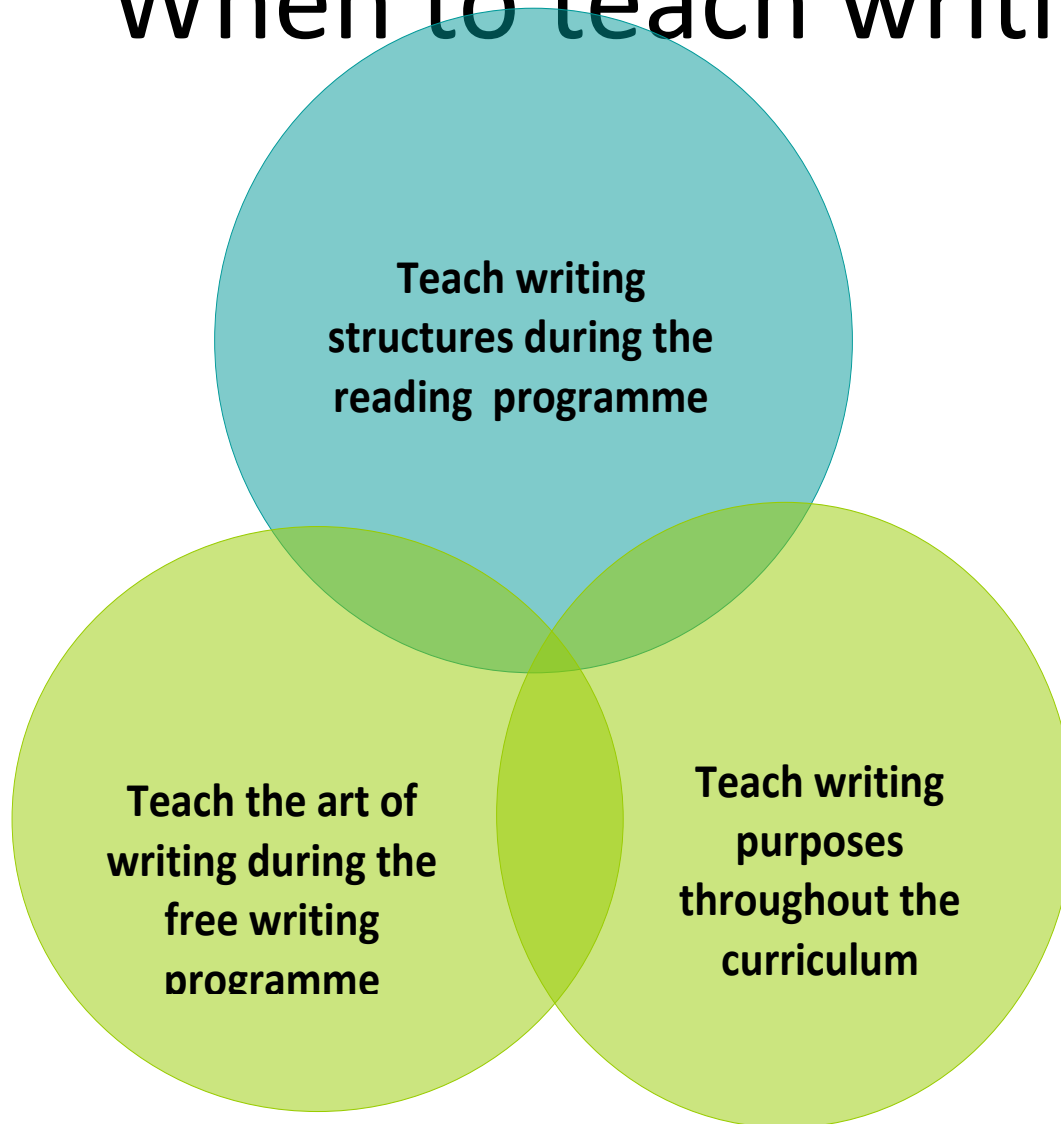
Classroom plan

- What kind of texts will they be expected to produce?

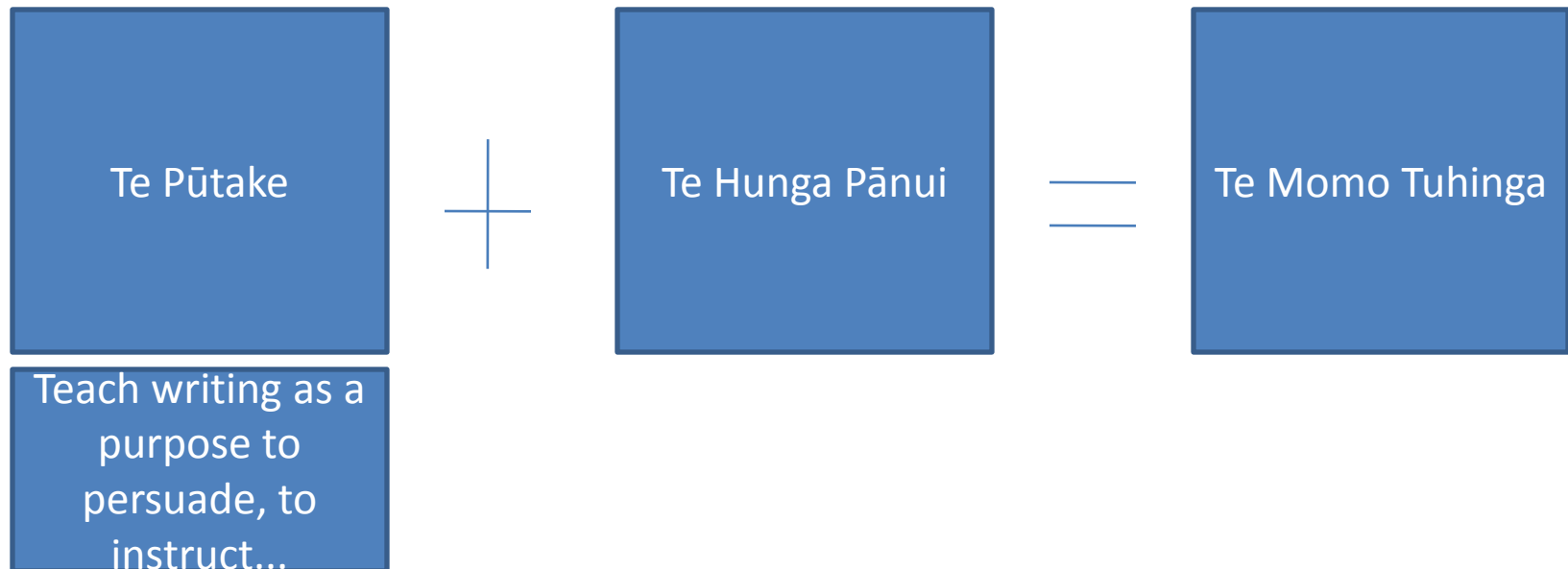
Which purpose do I select and why E.g.

- Oral – tautohe, report
- Written – tautohe, takenga pūtaiao
- Visual – tautohe, posters

When to teach writing



Purpose, Audience, Form



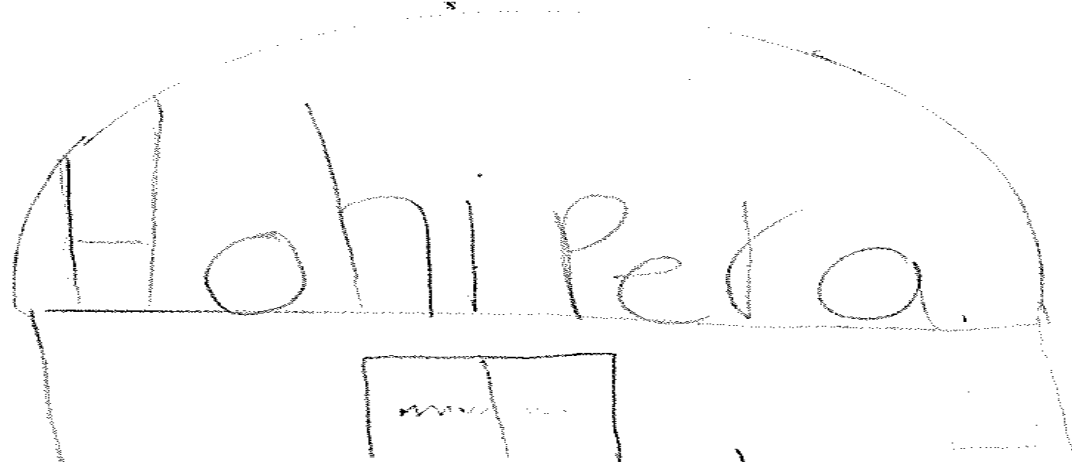
3.03.05 ki te whakamahi tikanga Pūmatua
me nga ika kati

Rāhina
I te ra hina ki te Rāmere
I hāere whāu ki te tohi
tangi no te mea mate
tāku Matua Kēke. I hāere
au ki te Tangi E toru
ngā
Nga Wā i te Rāmere
Purua tatau ki raro
te Paru ara i wha kua
ParuParu tatau i raro

Kia Raha kotiro ki te tuhi ngā pū matua
/ ki te wahi tika.

Wā:





Inana hi i uia tōku mā mā ki
 rōto hohi pera. Kei ai a
 tētehi mamae nui i rōto i tōna
 tinana. He orite ki te poro.
 Mena ka nūnui ka mate ia.
 E rima anō ngā rā katahi
 ka puta ia i te hohi pera.
 Kei ai a te mara o ngā
 poi hau me ngā patipati. Kei ai a
 tētehi pōaka whakata he
 whare pakahume te Uwhiwhi.
 He tino rawe a tūhinga, kōtiro. Kei te aroha
 tonu ki tō mama. Kare i te pai mena he māui,

- Teaching literacy is about providing children with a cognitive map.